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## MEMORANDUM

TO: Superintendents, CFP Team Leaders, and Business Managers  
FROM: Consolidated Federal Program Team  
SUBJECT: October 2012 Technical Assistance Alert

As we begin the Title I monitoring for this year, the Title I team would like to remind you that each funded Title I school must complete and disseminate an Annual Report Card on the school's performance. In past monitoring visits, only a very few schools have been in compliance with this No Child Left Behind requirement.

This document is meant to be community and parent friendly and distributed to, at the very least, all parents of children attending the school and at best, to community members. There are 11 required components as outlined below. Helpful hints for each component have been added.

Overall, the Annual Report Card is meant for parents and should be written so that all parents can understand what is being shared. In fact, the law requires that the report be in a form and manner, *and to the extent practicable*, in a language that parents can understand. My first helpful hint is that if this is a document written primarily for parents – have parents write it or at least review it before it is published and disseminated. Include pictures of students and try to tell a story of the school. Do not just staple a number of reports/graphs/tables together and call it your Annual Report Card.

### Required Components:

1. Information on student achievement on the NECAPs at each proficiency level: *Substantially Below Proficient, Partially Proficient, Proficient, and Proficient with Distinction*. Results should be shown for all students and for disaggregated groups: race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged (usually those students on free and reduced student meals). For any group with an “n” size so small that one can recognize individual students by disaggregating by that status, do not disaggregate those results. Most schools in Vermont, however, can disaggregate by gender and economically disadvantaged students.

*Hint: Check out the report creator at [http://education.vermont.gov/new/html/data/state\\_report\\_card.html](http://education.vermont.gov/new/html/data/state_report_card.html) for an easy way to meet this requirement. If you are not publishing this in color, you may need to revise the tables a bit to make them readable in black and white.*

2. Information on how your school is doing compared to the State as a whole.  
*Hint: the report creator above will also do this report.*
3. Comparison of how the school's students are doing to the State's annual measurable objective for each assessment – reading, math, and science. Is the school meeting their AYP objective for that subject area?  
*Hint: at the same website above, there is another report creator labeled, Accountability Information that will create this report.*
4. State how many students are not tested by percentage and disaggregated by group if possible.  
*Hint: In most cases in Vermont, 100% of the students are tested. In that case just say so in a statement. The number of students not tested in Vermont is so small that virtually no school would be able to disaggregate this number by student groups.*
5. Report on the most recent 2 year trend in student achievement in reading, math, and science NECAPs in each grade level that students are assessed.  
*Helpful Hint: the report creator above will also do this report.*
6. Report on any other student indicator the state uses to determine AYP.  
*The State does not use any other student achievement indicator to determine AYP so no information is needed here. We suggest schools consider reporting the results of other standardized assessments they use to show student progress.*
7. State the graduation rates.  
*Hint: This is only reported for schools with a grade configuration that includes grade 12. Be sure to use the approved State definition for graduation rates.*
8. Information on whether the school has been identified through the AYP system of the State and the status – in *School Improvement*, in *Corrective Action*, or in *Restructuring*.  
*Hint: Even though your school may be identified for not meeting AYP, don't present this information in a negative tone. Take the opportunity to talk about what initiatives you are working on to improve student achievement and brag about the areas in which your students are successful.*
9. Include the professional qualifications of teachers in the school and the percentage of classes not taught by highly qualified teachers.  
*Hint: At the same website, [http://education.vermont.gov/new/html/data/state\\_report\\_card.html](http://education.vermont.gov/new/html/data/state_report_card.html) there is the information about teacher quality. It is presented in a State report but individual school data is reported. You can just create a table or make a statement if all your teachers are highly qualified for their assignments.*
10. Include the number of recently arrived English language learners who were not assessed on the reading/language arts NECAPs.

*Hint: In most places in Vermont, this number is very low. If you do not have any students that meet these criteria, it is okay to leave it out of the annual report card.*

11. Include the State data on the National Assessment of Educational Progress, NAPE.

*Hint: This information can be found at:*

[http://education.vermont.gov/new/html/pgm\\_assessment/data.html#national](http://education.vermont.gov/new/html/pgm_assessment/data.html#national).